

## Tuesday Sessions

**Accessible Materials: Audiobooks and Beyond:** This session will give information on resources for obtaining accessible educational materials for students with print disabilities. Options for selecting appropriate providers for accessible materials will be presented. Participants will leave this session with a greater knowledge to empower their teams to make more informed decisions for their students with print disabilities to access the general curriculum.

**Before the Behavior...Reasons Why Kids Misbehave and Strategies that Keep Them in the Classroom:** Before applying strategies to change unwanted behavior, we must first correctly diagnose why the behaviors are occurring. We will discuss how educators move from “making” students behave to helping students learn self-management. This necessary paradigm shift moves staff role from enforcement to focus on student growth and essential life skills.

**LEA Self-Assessment:** This session will support completion of the LEA Self-Assessment Update and Improvement Plan for 2017-18. The session will provide information relevant to the rationale of the tool, using the tool in a formal improvement cycle, accessing requisite data, using data in a formal problem-solving process, and recommendations for improvement planning. This session is most relevant to new directors and coordinators.

**LEA Self-Assessment Drop-In Sessions:** Do you have a burning question or want guidance and support as you complete the LEA Self-Assessment and Improvement Plan? This drop-in session will be continually staffed with DPI consultants ready to help, no question too big or small!

**Progress Monitoring:** This basic session will focus on fundamental tools to use in development of a plan for monitoring student progress. Intended outcomes will be; a) Understand progress monitoring to be an essential element of IEP development. b) Examine sample progress monitoring tools for academic, behavior, and functional skills based on task analysis. c) Explore how to create progress monitoring tools to meet unique student needs.

**Progress Monitoring Tools for Behavior:** This session will help identify resources for identifying behavior interventions at the group and individual level. Resources will be provided to assist districts and schools to appropriately match students to the correct intervention. Tools and resources for monitoring the progress of behavior interventions will be provided.

**Policy Updates & Legal Trends:** Participants will receive an overview of the technical corrections to the *NC Policies Governing Services for Children with Disabilities* as a result of

legislative requirements and the *Every Student Succeeds Act (ESSA)* since July 2017. Emerging trends with the *Endrew* ruling will also be highlighted

**Scheduling at the Middle School Level:** Increasing student outcomes generally requires some type of change to the current way of doing our work. Participants will engage with a Middle School Administrator who recognized that change was needed and built a Master Schedule to maximize student potential and increase overall learning outcomes.

**Scheduling at the High School Level:** Increasing student outcomes generally requires some type of change to the current way of doing our work. Participants will engage with a High School Administrator who recognized change was needed and built a Master Schedule to maximize student potential and increase overall learning outcomes.

**School Mental Health:** This session will focus on the use of the School Health Assessment and Performance Evaluation (SHAPE) system to engage in data driven implementation planning for a full continuum of mental health supports. The session will provide an overview of the SHAPE system and presentations from districts and schools currently using it.

**Specific Learning Disabilities:** The goal of this session is to assist special education leaders in their planning for effective implementation of an instructional model of SLD evaluation and identification. Participants will compare and contrast the required components of an instructional model of evaluation under the SLD Policy Addendum that becomes effective July 1, 2020. First, participants will identify existing SLD requirements to strengthen, which will position IEP Teams to better meet the requirements of the 2020 policy. Next, participants will identify new requirements to target for intentional planning.

**Test Your Policy Knowledge:** Participants will be provided scenarios in which to problem-solve and develop a solution that is child-centered and compliant. Topics will range from Prior Written Notice, Suspected Disability, Specially Designed Instruction, and Discipline.

**Trends in Compliance-The Program Compliance Review:** An overview of data trends from program monitoring will be shared. The identification of problem areas and options for improving local practice will be highlighted to ensure increased student outcomes while increasing compliance. In cases of systemic noncompliance, strategies for approaching corrective action will be shared.

## Wednesday Session Update

The **morning session** will include a “sneak peak” at the state’s new Every Child Accountability Tracking System (ECATS) system. PCG, the state’s new system vendor, will demonstrate key aspects of the system interface, logistical and technical considerations, and walk the audience through highlights of what will be included in future trainings. All three modules, Special Ed, Service Documentation, and MTSS will be presented. Not all aspects of the system are built yet, so the demonstration will focus on what is included in the pilot, which aligns to the key components for school and district-based end users. Approximately 1/3 of the time will be time reserved for questions.

Wednesday’s **afternoon session** will begin with a brief presentation of Implementing a State Special Ed System: Best Practices & Lessons Learned for District Training and Support lead by NCDPI’s partner, Public Consulting Group. DPI Trainers will then provide information around training structure from the state to complement the information provided by PCG and establish some framework for what to expect. DPI and PCG will guide the room through a collaborative exercise of building a training planning. Participants can expect to leave the room with the beginnings of a tool they can use to plan implementation and training in their districts.

## Post-Institute Session Update

### **Compliance and the IDEA Part B (611 and 619) Grants: What You Need to Know**

During this session, consultants will provide an in-depth examination of each section of the IDEA Part B Grants (611 and 619). For the 611 Grant there will be an emphasis on proportionate share, CEIS, and all components of the project narrative. For the 619 Grant there will be an emphasis on understanding funding for preschool and tools available to assist with the completion of the grant. The training session is designed for new EC Directors/Coordinators with two years or less experience in writing the grant. Participants must bring their laptop or tablet to this session. There is no fee to attend and internet access will be provided by NCDPI, however, preregistration is **required**. Registration packets will be available 7:30 AM – 8:45 AM in front of Guilford F on Thursday, March 8, 2018. Registration is limited to 100 participants.